NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

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NAEB

14 GREGORY HALL
URBANA, ILLINOIS

December 23

Dear Harry:

Sorry to be so long in writing about your publication of the survey manual. I have simply been snowed under lately. I have been taking a three week course at IBM on running and programming electronic computers -- we just installed one at Iowa for research purposes. This, on top of everything else has simply killed every bit of time I had. I am also trying to get out a research report to ETRC for a study we did for them at Iowa this past year. (This is the last of the jobs I have hanging over me from Iowa.) The graduate student I have working with me on the project - who is still in Iowa City - has been a bit slow getting tabulations to me and so I am having a terrible time trying to get the thing completed. Anyway, did want to thank you for the fine job on the manual. I haven't read it through carefully yet but I think it looks excellent. I hadn't even noticed the things you mentioned in your letter. None are too serious. I think the date would have been helpful for reference purposes but I do not believe that any of these omissions -- page numbers and date -- will make it any less useful to stations. I will be interested in any reactions you have to it -- parts people don't understand, whether they feel it does the job and if not why not, etc.

Now to your latest letter -- concerning the McLuhan proposal. I think that this is excellent. It is interesting because at our seminar last Friday Gilbert Seldes expressed an interest in this problem of what youngsters in the schools should be taught about the media and we had a good discussion about it -- and plan to have more. I think that McLuhan is probably the best person one could find to do this sort of thing -- you have confidence that he will do it well and interestingly. I have just a few suggestions on the proposal. Primarily, I feel that it needs to be pinned down much better -- needs to be made more specific -- before it has a chance of getting through. I think the people with the money are going to want at least some idea of what the animal is going to look like. Perhaps I can be more specific also. First of all, anyone who has read none of Marshall's stuff -- and I think we need to assume that there might be some such unenlightened souls on the committee -- might completely misunderstand what the end product might be. Therefore, I would include a bibliography which included his writings on this topic -- especially that wonderful paper he did in Explorations. Then I would include plenty of examples to show precisely the sort of approach he will take. (The reason for this is that you know that most of the members will not bother to go out and read his articles, if they

haven't already. The proposal will need to carry the argument independently. The bibliography is primarily to show that he has background in the field and an interest which hasn't simply been aroused when the possibility of government money came up -- and, who knows, perhaps someone on the committee will look up some of the references. Clarification by example, I believe, could greatly strengthen both the objectives and the procedure sections. For example, what are one or two things that might wind up in the handbook which would assist in media perception and judgment? What is meant by media perception? An example or, even better, a few examples to show what he means by the syntactics of television would be quite helpful.

Secondly, I believe the procedure section needs to be amplified. He says the work of Girrard is "another example of the sort of aid which this project would enlist" but he had no previous specific examples. I believe he needs to be quite specific here -- specific people or kinds of people he wants to contact and the kinds of information - again specific - which he hopes to obtain from each. I realize, and I am sure the committee will realize (at least I hope they will) that one cannot be quite as specific in this sort of project as in many other types of studies. However, the more specific Marshall can be, I believe the better the chances of getting money to support the project.

In the writing of the proposal, McLuhan will need to shift into low gear in my opinion. His writing generally reflects his rapid-fire thinking. I am afraid that many members of the group which passes on these proposals may become completely lost if they miss one of the logical leaps or turns. McLuhan's writing reminds me of a fine ballerina who is impressive and lovely to follow but whom one must watch quite carefully and knowledgably (if that is a word) in order to fully appreciate the artful expression. I am not sure that a committee passing on research grants will read this carefully or knowledgably.

Those are my reactions for whatever they might be worth. Certainly hope that you push ahead with this. I would love to see the results of McLuhan's work.

Best

Sam

Samuel L. Becker

Hope that you and the rest of headquarters staff have a good holiday -- and some vacation. Ruth is still holding out. I have this meeting in Chicago next week -- which is probably when she will pick to have the baby.

Thank you for the Holt bk. I sent it on to Alan Turner - an associate editor there. Hope that is all right.

December 22, 1958

Professor Marshall McLuhan
29 Wells Hill Avenue
Toronto 10, Ontario, Canada

Dear Professor McLuhan:

Your discussion of linear presentation and nuclear presentation suggested immediately the discussions of time arts and space arts that have been prominent in the literature of aesthetics for a number of years. These discussions may stem, in main, from ideas that are found in Kant's Dissertation and in Lessing's Laocoon. The view that each art has a grammar of its own is found in Arnheim's Film als Kunst (Berlin, 1931), his Art and Visual Perception (Berkeley, 1954), especially in the chapter on movement, and, of course in his Film as Art (Berkeley, 1957), as you have noted.

Thank you very much for the most valuable and stimulating ideas that you have been contributing to the study of mass communication, and my warmest wishes of the season to you.

Yours sincerely,

Kenneth Harwood, Chairman
Department of Telecommunications

kh:mk

air mail

bc: Dr. Harry Skornia

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THE NEWS LETTER

BRINGING INFORMATION TO THE TEACHER ABOUT THE FILM, THE PRESS, AND BROADCASTING

DECEMBER, 1958 • Volume XXIV • Number 3

THE EDUCATION OF TEACHERS

In the current *Harper's Magazine* Mark Twain, in a previously unpublished piece, discusses the amateur writer whose "naïve intrepidity" leads him to think that his material is worth publishing. He says that "an apprenticeship is necessary to qualify a person to be tinner, bricklayer, stone-mason, printer, . . . but when it comes to doing literature, his wisdoms vanish all of a sudden and he finds himself now in the presence of a profession which requires no apprenticeship, no experience, no training—nothing whatever but conscious talent and a lion's courage."

If we substitute *teaching* for *literature*, we have a parallel regarding the need for professional education of teachers. There are varied opinions on how to teach or who should teach teachers. I suggest the complexity of the problem and the need for better planning to develop the professional teacher. Let us look, then, at the education of teachers in a larger context. Let us ask what varied roles the teacher will play and how to prepare him to perform these roles with professional distinction.

First, the able teacher is a person who knows himself and accepts himself. Socrates, a model teacher, said: "The unexamined life is not worth living." He also made it clear that the resulting accepted values were worth dying for.

Indeed, the teacher, more than any other person, must know who he is, what he believes, where he is now, and the direction in which he is headed. I don't suggest that the teacher must be a paragon. But he must have carefully looked at himself and his ideas, have become conscious of himself as a unique individual, because the message he communicates will be most profoundly himself. You can't separate mathematics from the mathematics teacher, or reading from the teacher of literature. To say this, however, is not to achieve it. Yet the development of a person who freely and thoughtfully chooses and accepts the consequences of his choice is the heart of liberal and professional education.

Woodrow Wilson wrote of the time "when a man comes to himself." It is hard to say when, how, and where this occurs. But the teacher as a person reaches this point when he

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BY THE BUREAU OF EDUCATIONAL RESEARCH AND SERVICE, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITORIAL AND BUSINESS OFFICE, BUREAU OF EDUCATIONAL RESEARCH AND SERVICE, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITORS—EDGAR DALE AND HAZEL L. GIBBONY

ENTERED AS SECOND-CLASS MATTER ON OCTOBER 30, 1935, AT THE POST-OFFICE AT COLUMBUS, OHIO, UNDER THE ACT OF AUGUST 23, 1912. ACCEPTED FOR MAILING AT SPECIFIED RATES OF POSTAGE, WHICH ARE PROVIDED FOR IN PARAGRAPH 4, SECTION 538, P. L. AND R.

CORRECTION: The October NEWS LETTER listed an incorrect price for the *1958 Handbook of International Study*, published by the Institute of International Education, 1 East 67th Street, New York, N.Y. This handbook sells for $3.00.

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THE radio news analyst would never have achieved his wartime eminence if those men who made the greatest reputations had not already achieved distinction for the contributions they had made to the general cultural renaissance that began about 1910 or '12 and continued into the early 1930's. I am thinking specifically of H. V. Kaltenborn, Raymond Swing, and Elmer Davis who —it is true—achieved their chief fame through the medium of radio but who had already equipped themselves to play distinguished and creative parts in the cultural life of their times. They belonged to the generation of Walter Lippmann, H. L. Mencken, and Heywood Broun, three men who found in newspaper work the same outlets and opportunities that others found in radio. It was also the time of Scott Fitzgerald, Ernest Hemingway, Ring Lardner, William Faulkner, Thomas Wolfe; of Robert Frost, Amy Lowell, Edward Arlington Robinson. It was a time when the creative writer and artist flourished, and most of them made their reputations in their twenties and thirties. (Quincy Howe, ABC news analyst and former journalism teacher, at the opening of the New Mass Communications Center of the State Historical Society of Madison, Wisconsin, January 25, 1958.)

ACCORDING to the September 1958 issue of *Film World*, the Hagerstown, Maryland, five-year educational television experiment is entering its third year with 48 schools and 18,000 pupils being reached on the five-channel circuit. . . . On the average, pupils in the lower grades get a maximum of an hour-and-a-half of classroom TV each day. High-school seniors learn from TV a half-hour in an hour period.

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WE have reached the point where the teacher must be prepared to welcome every economical aid to learning, whether it be a book, a cartoon, a radio program, an educational film, a TV kinescope, or a tape recording. Much of the public discussion of education in these days seems to turn on the proposition that the student is not in a learning situation unless he is being made miserable at the same time. I am certain that the schools are anxious to emphasize the importance of persistency and determination, as well as ability, in the total educational process. But we ought to remember that men have used their ingenuity since the dawn of recorded time to release themselves from useless toil and unnecessary burdens. This is quite as true in the learning process as elsewhere. It may build character to use fireplaces for heat and tin tubs and cold water for bathing, but no Americans and few Englishmen have been able to resist for long the comfort of central heating and of hot and cold running water. If it be possible to learn a thing with half the time and effort through the use of an educational film or any other teaching aid, it is only human to learn it that way. Economy of effort is one of the indicia of intelligence. Effort should be expended when needed, where needed, and for as long as needed—but it is contrary to the whole experience of mankind to expend it when it is not needed. ("Perspective on Teacher Education," a speech given at the NEA Convention in Cleveland, July 2, 1958, by Dr. Virgil M. Hancher, President, State University of Iowa.)

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A PUBLIC service pattern established by Ohio TV stations with OEA in 1954 found enthusiastic nationwide acceptance last month. More than 400 stations, from Bangor, Maine, to Honolulu, took part in the "premiere week" for the new film "Crowded Out." All Ohio stations, as has been the case each year, telecast the film. Prints of the film are being left with stations for later re-runs. WLW-C (Columbus), incidentally, liked the film so well that it gave "Crowded Out" a second showing one week after the premiere. It's a particularly timely film, showing the educational impact which occurs when enrollments outstrip facilities. (*The School Beat*, October, 1958. Published by Ohio Education Association, 213 East Broad Street, Columbus, Ohio.)

realizes that he is playing a unique role on life's stage, that he is not just carrying a spear and making mob noises at the appropriate time. The time comes when the prospective teacher realizes that he must make consequential decisions without asking mother, counselor, or roommate, that he must decide and act with all the grace, style, and wisdom that he can. Woodrow Wilson puts it this way: "It makes no difference how small a part, how insignificant, how unnoticed. When his powers begin to play outward, and he loves the task at hand, not because it gains him a livelihood, but because it makes him a life, he has come to himself."

Second, the professional teacher must see himself in the role of a skilled practitioner of the art of learning. He must not only learn how to learn, but he must also become sensitively aware of his methods of learning.

The prospective teacher should know the circumstances under which he learns best. He has probably experienced the fact that he learns best when he is highly motivated by both short-time and long-time goals. He realizes that learning experiences get zest and drive when seen as relevant to deeply committed goals. He realizes, too, that the maturing person needs to be active in that search for relevance, and he knows that forgetting is the blessed mental balm for irrelevant experiences.

The prospective teacher asks himself: Why do I forget? Why do I remember? How does it happen that a single rich experience, unrepeated and not drilled upon, stands clear and luminous in my memory, while other, endlessly repeated experiences remain foggy or dim?

The prospective teacher knows what he is trying to find out, knows where to find answers to his questions, knows how to extract that information, evaluate it, and put it to use. He will have his own professional library, and these days it will contain many paperback books, some of which will certainly have been used in his classes. For the prospective teacher to say that he hasn't time to read books in his own field is to suggest that he hasn't time for getting an education. Unless a person has become a self-motivated, efficient, critical reader, he is not ready to teach.

The crux of all guidance in the four years of collegiate, liberal, and professional education is that the teacher must learn to go it on his own. It is trite and tautological to say that all education is self-education. But if the teacher has not experienced the delights and rigors of study, he will not pass on his attitude to others.

In an electronic age where we have now learned to record the spoken word and image, recreate by photography the event itself (both far and near), we would expect our teachers to be sensitive to possibilities of the electronic media. We would expect them to be sensitive to the way in which our

conceptualizations move from three-dimensional to two-dimensional to single-dimensional, from direct experience to the sign and then to the symbol.

Third, a teacher assumes the role of a specialist in subject matter. Unthinking persons have sometimes referred favorably to *mere* subject matter. Subject matter, the distilled experience of the race, is never *mere*, although it may be unsitable for students because it is too hard, too easy, too condensed, too expanded, or too irrelevant. Discovering relevance is also the student's responsibility and not exclusively that of the teacher or the textbook writer.

However, to be a master of a field of subject matter requires more than information. One must also make that subject come alive by using it the way a linguist or a biologist or an arithmetician uses it. The teacher of English who is not an active student of the English language may teach a kind of grammar which a linguistically sophisticated person would reject. A teacher of physics or chemistry must keep up with his field, live the subject matter.

The able teacher will now justly reply: "You are setting up a standard which the public as yet seems unwilling to pay for, one requiring a much closer linking of subject matter fields with teacher education." This is true. The prospective elementary teacher may also note that to be familiar with children's literature, to master the science and art of reading, to achieve real depth and understanding in arithmetic, plus several other subjects, will make excessive demands on the present four-year curriculum. This is probably true, but we should not let our standards of excellence be obscured by our present inability to achieve these ideals. Certainly if we are clear as to what we want and need, we are much more likely to get it.

My fourth point is that a teacher must be an effective communicator. He must, as just noted, have ideas to communicate or know where these ideas are available. But every communicator has an audience, persons with whom meanings are to be shared. In college the student has been communicating chiefly with his professors or his own peers. Now he must communicate with those who know much less than he.

In any effective communication we must know what to say, the mediating vehicle to use, and we must know the receiver. This is made especially difficult because many of the messages conveyed by the school are indirect and informal, not the formal message in a book or a teacher presentation. There is also a climate of learning in a school or college which promotes or thwarts student motivation and learning.

The teacher as communicator must know and understand what boys and girls are like, the things and ideas to which they respond or which they reject. One sixth-grader may read at the third-grade level, another at grade nine. An adolescent may act like a man one day, like a little boy the

IN evaluating performance of a discussion group, a before- and after-discussion choice was made from five possible solutions offered to each of four problems. Grades were on the basis of a "preferred solution" (i.e., staff preferred). The mean of the post-tests was significantly higher than that of the pre-tests during a six-week period. This clearly indicated that the class as a whole profited from discussion at a constantly accelerating rate. ("Evaluation of Performance in the Discussion Course at Ohio State University," by W. E. Utterback, *The Speech Teacher*, September 1958.)

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YOU MAY ENJOY READING:

The Climate of Learning, by Ordway Tead. New York: Harper & Brothers, 1958, $2.50. The first John Dewey Society lecture.

Fundamentals of Measurement: Techniques and Practices, by Norville M. Downie. New York: Oxford University Press, 1958, $6.00.

"Using Magazine Articles as a Stimulus for Writing," by Morris Finder, *Chicago Schools Journal*, October, 1958. Articles serve as good models of expository prose.

The Bulletin of the American Society of Newspaper Editors, published eleven times yearly by the Society, Box 1053, Wilmington 99, Delaware.

"Pupils Enjoy Outdoor Maps," by Barbara Dawson, *Curriculum Digest* (San Diego City Schools in Action), October, 1958.

"Comments on the Evaluation of Essays," by Robert R. Gard, *Illinois English Bulletin*, November, 1958. Published eight times yearly by the Illinois Association of Teachers of English, 109 English Building, Urbana, Illinois. Price: $2.00 per year; single copies, 25 cents.

"Woolly English," by Sir Linton Andrews, *Bulletin of the American Society of Newspaper Editors*, December 1, 1958. Excerpts from an address before the Bradford English Society, reprinted from the *Journal of the Guild of British Newspapers*.

"Let's Look at the Record! The High School Preparation of 1124 University of Kansas Freshmen," *Kansas Studies in Education*, September, 1958.

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DEVELOPMENT of a new device with which the blind can read ordinary printed material such as books and magazines was reported today by the Veterans Administration. The portable unit, called an "aural reading machine," was designed and is being evaluated by the Battelle Memorial Institute of Columbus, Ohio, under VA contract. . . . At the present stage of development of the reader, the sounds it produces do not resemble those of speech but are patterns of musical tones similar to chords played on an organ. By interpreting these tones, trained users ultimately should attain a reading speed of from 15 to 30 words per minute. (*Film World News*, November, 1958.)

READER'S Choice, sponsored by Scholastic Magazines, has cataloged and graded for difficulty and interest levels 300 paper-bound titles for use in elementary and secondary schools. Most titles appear on the lists of the H. W. Wilson Co., the National Council of Teachers of English, and the American Library Association. Price: 25 to 50 cents per copy, with discounts for quantity orders; minimum order, 20 books. Address: Readers' Choice, 33 West 42nd Street, New York 36, N.Y.

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WRITE TO:

Claremont College Curriculum Laboratory, Harper Hall, Claremont, California, for *Reading in a Geophysical Age*, Twenty-Third Yearbook of the Claremont College Reading Conference, 1958, 194 pp., $2.50.

U.S. National Commission for UNESCO, Department of State, Washington 25, D.C., for *Turn East Toward Asia*, the report of the Sixth National Conference of the U.S. National Commission for UNESCO, held in San Francisco, November 6–9, 1957.

Division of Radio and Television, Chicago Public Schools, 228 North LaSalle Street, Chicago 1, Illinois, for sample *Handbooks for Teachers' Use with Radio Programs*. Areas represented are Science, Literature, Foreign Languages, Social Studies, and Music. Please indicate subject area and grade-level interests, and send 25 cents for postage.

Superintendent of Documents, Government Printing Office, Washington 25, D.C., for *Analysis of Research in the Teaching of Mathematics, 1955 & 1956*, by Kenneth E. Brown, Bulletin 1958, No. 4, 73 pp., 25 cents.

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A SPECIAL issue of the *International Journal of Religious Education* deals with the topic "How to Use Audio-Visuals in Christian Education." It contains special articles prepared by both religious and audio-visual leaders on how the various audio-visual materials can be used effectively for religious education and church programs. Address: Box 238, New York 10, N.Y. Price: 50 cents per copy, with discounts for group orders.

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AT the March 1958 Conference on College Composition, Georgia Theodore of Chicago Teachers College said: "Learning to read is a continuous process which needs carefully planned, systematic guidance. The particular function of the high school and college in promoting growth in reading is the provision of instruction which will result in increased competence in a student's ability to read with greater depth and breadth of meaning, to react more thoughtfully and critically to ideas apprehended, and to use ideas gained from reading with increasing discrimination as guides to further thinking and action."

next. The prospective teacher must get these ideas about children out of the books and into her bones.

Another principle in communication is that knowledge of a field does not guarantee that one can communicate that knowledge to others. Often a specialized background may mistakenly lead a teacher to believe that his listeners or readers are similarly experienced and interested. To communicate one must know and be able to translate his knowledge into the language of the listener, of the reader. But communication is more than a simple one-way conveyance of an idea. It also involves the evaluation and interaction which the able teacher encourages and assists.

Fifth, the prospective teacher must play a role in a context larger than the classroom. He must indeed be sensitive to his responsibilities as a citizen of a democratic nation. Studies conducted by Dr. H. H. Remmers of Purdue on the attitude of high school students toward civil liberties and censorship are disturbing. If young people in teacher education are not sensitive to our great traditions of civil liberties, then they cannot in turn convey an appropriate attitude to their students. George Washington, for example, spent only seven years of his life after boyhood when he was not in public service. Our democratic tradition of universal education was fought for by public-minded citizens, not handed over on a platinum platter.

It is a good thing to have an intellectual understanding of the meaning of our democratic traditions. It is quite another to feel it deeply. The Greek word for a person not in public life gave us the root for our word "idiot." Today, in the opinion of some, an idiot *is* a person in public life. The teacher as a citizen could help change this point of view.

In the professional education of teachers the responsibility to the community as a whole must be seen as an integral part of the training program. I don't suggest that it is easy, or that we can develop a neat course in citizenship—far from it. However, the environmental atmosphere of the teacher-education program must reflect an active commitment to responsible citizenship. Benjamin Franklin said it well: "We may make these times better if we bestir ourselves."

In conclusion, then, a professional teacher must come to himself, must be a real person. He must become an efficient learner, sensitive to his own processes of learning. The teacher must have mastered the subject matter of his own field, and developed tastes and plans for continued professional growth. He must learn how to share his experience with boys and girls, with young men and women, become an effective communicator. And finally he must see himself as a person in the public service, dedicated to helping others build a freely communicating, inclusive society.

Edgar Dale

McLuhan file

ND

December 19, 1958

Mr. Howard S. Martin
Director, Radio-TV Section
Department of Speech
University of Nebraska
Lincoln 8, Nebraska

Dear Howard:

Thank you for your note regarding Clarence Flick. We did have his address, but apparently an old address was used for mailing Research Seminar Reports and possibly some other items.

I'm attaching a draft I've made of the McLuhan item I mentioned. I'd be interested in knowing whether, if set up, you think this might be sort of thing you might cooperate in---. I'd also be interested in your other reactions to it. I realize it needs refining, but hope we're beginning to make clear what we want to do. Jack McBride might also be interested in seeing it.

Our best to you all at the Christmas season.

Sincerely,

Harry J. Skornia
Executive Director

HJS:cmc
Enclosure

THE UNIVERSITY OF NEBRASKA
LINCOLN 8, NEBRASKA

SCHOOL OF FINE ARTS
DEPARTMENT OF
SPEECH AND DRAMATIC ART

December 16, 1958

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Harry Skornia
Executive Director
NAEB
14 Gregory Hall
Urbana, Illinois

Dear Mr. Skornia:

This is to inform you that Clarence Flick has accepted a position on the staff of San Jose State College in California. I am sure he will appreciate it if you address his mail to be sent there.

Sincerely,

Howard L. Martin

Howard S. Martin
Director, Radio-T.V. Section
Department of Speech
University of Nebraska

HSM jg

P.S. after our brief conversation in Ann Arbor, I am waiting anxiously to hear from you concerning joint research projects KUON-TV may participate in.

McLuhan file

December 17, 1958

Dr. Marshall McLuhan
29 Wells Hill Avenue
Toronto 10, Ontario
CANADA

Dear Marshall:

Here's the draft. It too can be improved, I'm sure. I hope I have not emasculated it too much. Each step, I think, brings us closer to something that looks like a workable project. (And if we don't get funds from the U.S. Government we'll try some place else!.)

Please rear up on your hind legs if I've ruined it. I figured that if I put it in terms that even I can understand, probably the committee will, too. And I want them to get excited about it, as the most basic and original proposal they will have received.

You'll note that there's still a big bor you to do. I'm "toning up", "ferreting out" etc. all I can, but I have all too little time for this (which is really not my "backyard"), between things that have to be done "yesterday."

I'm not sensitive. So please redo my version all you want. Then I think we're about ready to send it in.

Best for the New Year. And thanks for your comments (and especially Mrs. M's) on my "map" and article. We're trying to keep both honest if not handsome!

Sincerely,

Harry J. Skornia
Executive Director

HJS:jg
Enclosures (2)

DRAFT

APPLICATION TO THE COMMISSIONER OF EDUCATION, U.S. OFFICE OF EDUCATION DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR FUNDS TO SUPPORT A PROJECT UNDER THE PROVISIONS OF TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958 (P. L. 85-864)

Submitted by: The National Association of Educational Broadcasters

Address: 14 Gregory Hall, Urbana, Illinois

Telephone Number: Empire 7-6611, Ext. 3394

Initiated by: Harry J. Skornia, Executive Director

Transmitted by: William G. Harley, President

Date: January --, 1958

I Project Title: To develop materials and the basis for instruction in the meanings and uses of the new media of TV and radio (in the context of the other media) in American elementary and secondary schools.

(Earlier tries at more descriptive titles, rejected because they were too long are:

1) The development of a basis for instruction and courses in discriminatory and effective uses of television and radio, as new media (with comparative reference to all other educational media available) for American education.

2) The Development, (based on experimentation and demonstration), of a new media Handbook to develop, for teacher use, fundamental awareness and understanding of the unique characteristics and powers of expression of the electronic wireless media as educational instruments.)

II. The Problem: The needs for instruction and education in the uses of the print media have for some time been recognized as basic in American education. Reading readiness, critical discrimination in the uses of printed materials, and various other aspects of education for uses of the print media reveal how largely our present educational system is still print-oriented. Such courses frequently concern themselves with the basic problems

of "interaction between the reader and the passage."

No comparable or adequately-based development in the teaching of the characteristics of the wireless media have yet emerged. Utilization is often handled by individuals who are unaware of the fundamental or basic characteristics and affective effects of the media. Such individuals necessarily concern themselves in teaching solely with superficial and obvious uses which grow out of an essentially amateur approach. If maximum use of these media is to be made it is urgent that a body of information be developed which will provide a solid foundation for such courses, not based on guesswork or assumed transfer of common elements from other media.

Serious scholars now recognize that a large proportion of the effects of television and radio are often unintentional or unintended ones. A large part of the impact of the wireless media is not dependent on the content transmitted. Critics of educational, commercial, government controlled, and other systems in the world, closed circuit and open-circuit, find a large part of the impact of TV and radio to be independent of the content or message communicated.

The number of elements which characterize the effects of the use of these media as such, regardless of their content, their message or the system under which they are operated, illustrate the need for research in depth and experimental evaluation on the basis of which the teaching of procedural and methodological uses of a socially and educationally responsible type can be soundly based. Without this foundation, many unintended effects and side-effects will continue to result, and more abuses are likely to occur than soundly based maximum effectiveness uses.

Today the movement of information around the clock and around the globe is perhaps the biggest industry in the world. Our class rooms take little note of the fact that students receive by far the largest part of their information in forms about which the student understands as little as the teacher. The icon world of the photograph and the advertisement has

its own language capable of "total statements without lineal syntax", as William Ivins has expressed it. Yet the concept of "audio-visual aids", or television and radio as variants of such aids, ignores their real nature as new forms of communication. Not to grasp and teach the peculiar properties of these media, as we must understand the true nature of print as having distinct characteristics, strengths and weaknesses, is to expose all media to the attrition of the new media rather than enrichment in concert with the new media. The telegraph, telephone, radio, and television create patterns of attention quite alien to print and put our huge cultural stake in the printed word in jeopardy by indifference and inattention in the class room.

To teach the special powers of these new media in the context of manuscript culture, print, pictorial journalism, the movie, and all other sources of information, education and conditioning, is to begin a realistic educational program of training in media literacy. Until now, few individuals other than poets, painters, musicians and some commerical users have seriously tried to cope with the new art forms involved in these new media. Education has generally not examined their true nature and possibilities. Yet today the new media have become an integral factor in our global co-existence.

III. Objectives: To devise a beginner's handbook, a series of small books, or a syllabus, or all three, adapted to the training of media perception and judgement in the schools, with emphasis on television and radio. Since all media, from the phonetic alphabet to television, are inseparable from the development of the arts, sciences and social instititions, it will obviously eventually be necessary to correlate media training with almost every aspect of the existing curricula and the procedures associated with them much as reading, writing and English are treated today, particularly in elementary and secondary education. All current experiments with these new media would be useful and relevant to the preparation

of such a book or syllabus. It would be a means of enabling teacher and student alike to share their day-by-day awareness of many media in a meaningful pattern of shared exploration and discovery. It also would develop the capabilities and discrimination necessary to make the entire world of out-of-school media an educational resource instead of an educational obstacle.

V. Other Related Research: Marshall: This you'll have to fill in with something, I don't have altogether, as I write this, the various scraps I've sent you (the Nichols book, stuff in English Journal etc.). I hope you can list what is known (perhaps also on "learning theory") in this section, so we don't say only that little, basically, has been done. Have you written to, or heard from, Harwood? He had some leads. Mention Ivins, etc. Maybe part of V needs to be transferred to this section. I understand that Chapter 15 "Mass Media of Communication" in The Teacher's Role in American Society, by Lindley J. Stiles (N.Y., Harper, 1957, $4.00) might be useful, but someone else has the only copies the library here owns, and I've not been able to see. See also May and Lumsdaine's Learning from Films (a separate sheet on this is attached). This is an important section of the application and should contain accurate bibliographical or other listings.

V. Procedure. Much work has already been done in many fields which can be readily brought to a focus for media training. Basic work on the psychic and social meaning of print, for example, has been done by H.A. Innis, H. J. Chaytor, and Wm. Ivins. The same is true for press, photography, movie, telephone, telegraph, typewriter, radio, and television. Buth su - work has never been correlated nor codified for use in the general training of perception in a manner that would enable teachers to teach children how to understand and cope with the full meanings of these media, especially television and radio, in an intelligent, usable manner. Such codification would itself lead to a

great variety of new perception and study. A book, or a beginning (as this project proposes) which reduced the language of a medium like television to syntactical form, would work with and for the physicist, the station engineer, studio personnel and the audience all together. All of their actions are, in relation to television, given a kind of organic unity from the medium itself. And all kinds of persons engaged in all the media can contribute valuable insights to the student. The advertising industry has opened up aspects of these unexplored areas for its private benefit. But such private benefit can be extended to all and is critically needed by education for the public benefit of education.

The assistance of André Girrard, the painter (with CBS and NBC) is an example of the sort of aid which this project would enlist. The insights of the media industries themselves can be of great assistance in developing a philosophy, which will be developed into book and syllabus form, to bring to the classroom a new media literacy needed for coping with the whole range of our twentieth-century media, if they are to become educational resources. (See also VI below)

VI. Personnel: As consultant: We propose Dr. Marshall McLuhan, Professor of English at the University of Toronto, co-editor, of Explorations magazine & distinguished media specialist lecturer and author who has done much work in the field of relating media study to educational procedures. He is prepared to undertake this project and to finalize it into book and syllabus form. Experiments in inter-media values have already been conducted and reported on in Explorations, published by the University of Toronto. These articles, and the interest they have aroused among specialists and educators provide examples of Dr. McLuhan's qualifications, and the springboard for this project.

VII. Facilities: Dr. McLuhan would have to travel a good deal in order to consult with a a wide variety of persons in all phases of media work today and to use as resources many projects in progress. These would include various closed circuit projects as well as others

proposed by the NAEB. He would also need to set up several original test experiments and demonstrations for testing the intelligibility, teachability and validity of the materials developed.

Several firm offers of cooperation have already been received for cooperation in this project, including enthusiastic invitations from Boston University (Dr. Ralph Garry), and Educational TV Station KTCA on behalf also of the Public Schools of St. Paul, Minnesota (Dr. John Schwarzwalder, Director of KTCA). Other bases of experimentation and demonstration can be made available through members of the NAEB and various experimental schools and laboratories in the U.S. and Canada.

The gratifying recognition by virtually all with whom this has been discussed that it is basic to an intelligent development of valid courses, valid utilization and inter-course materials, assures us of the full cooperation of as many cooperating educational institutions as will be needed.

A great deal of actual demonstration with children would also be involved: to test what TV and radio do to the viewer and listener in specific affective areas; to identify and measure differences in reactions in the consuming of materials transmitted by the teacher in person, the book, the film, radio and television, and through other channels, with empnasis always on identifying and maximizing the usefulness and peculiarities of the new media, against a background of, and integrated with, the older media.

VIII. Duration: The project proposed would require two years, with periodic publication of interim results.

The first year would be devoted principally to experimentation, demonstration, consultation and evaluation. The secondyear would be devoted largely to verification of results and preparation of the finished results in publishable form.

The form and sponsorship of this publication remain open for discussion; if the Office of Education does not itself wish to undertake it, Dr. McLuhan's reputation and the validity of the study are such that regular commercial publication is believed to be assured.

Budget and Financing

IX. Budget.

Category	Federal Funds Requested	Institution or Agency Funds
1	2	3
Personnel:		See footnote
Consultant-Project Director (fulltime, $15,000 per year for two years)	$30,000.00	
Research Assistant ($8,000 per year for two years)	16,000.00	
Secretary (fulltime, $4,000 per year for two years)	8,000.00	
Services:		
Publication & distribution	5,000.00	
Supplies, Materials & Expenses (including expenses of participating institutions)	10,500.00	
Other:		
Travel (for Director and Assistant)	7,400.00	
Sub-total (Direct cost)	$76,900.00	
Indirect Cost	11,535.00	
TOTAL COST (ALL YEARS)	$88,435.00	

Footnote: Although no specific matching funds are listed, salary equivalents and other contributions of NAEB staff and members of appropriate NAEB committees (Research, Utilization and others) are expected to amount to some $10,000.00 as resources not charged for.

X. Other Support. a. There is currently no support available from other sources for this project, nor has this proposal been submitted to any other agency or organization. b. This is not an extension of nor addition to a previous project supported by the Office of Education.

XI. Estimated Cost by Fiscal Year.

Category	Federal Funds Requested	Institution or Agency Funds
1	2	3
Fiscal Year 1959-60	$45,500.00	
Fiscal Year 1960-61	$42,935.00	
TOTAL COST (ALL YEARS)	$88,435.00	

XII. Duration. Beginning date - July 1, 1959; Ending date, June 30, 1961

MM/HJS/WCH/:jg

RECEIVED
NAEB HEADQUARTERS

DEC 19 1958

AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

29 Wells Hill Avenue
Toronto 10, Ontario, Canada
December 16, 1958

Dear Harry,

I wish I could have a visit with you for a few hours about this project. Am sure I under-estimate the significance of expressing to the committee the kinds of Ralph Garry tie-ins you mention. I had a long chat today with Bruce Attridge and Fred Rainsberry about this very matter. They said, "We will script your book (in part) as a series of Junior Magazine programs and have the CBC research dep't. do a full study of audience reactions."

We could have the kinescopes of these shows for further test runs anywhere we chose to do them.

I hope, Harry, that this is the kind of thing you have in mind. Myself, I'm so damned tied up in meditations on the unique properties of the media that I just haven't given thought to the angles you mention. But I would naturally tend to get to that phase in the process of writing the book.

Oh, yes, for title, how about:

UNDERSTANDING MEDIA ?

The CBC offer is really princely. I know these men very well and can really work with them. They are giving us carte blanche for the whole network; that is, large scale access to parents, students, and teachers, all at once, and over an extended period. I don't think they would have made this offer if they hadn't known and admired you, Harry. So we can't let them down!

If we can get the CBC kinescopes done early in 1959, we should be able to try them in many circuits and places. And reactions to them would enable us to devise great improvements.

Another part of presentation I have skimped is audience appeal. But not knowing the make-up of the grants committee, I quite naturally have played it neutral. With your encouragement, then, to make a stronger case , how about such slants as these:

The class-room as we have long known it is a by-product of the book form of codified information. That is, the exactly repeatable form of information made available by printing made possible the assembly of the young in single enclosed spaces for instruction. Before printing the patterns of assembly were varied. But printing also transformed the curriculum, since it was no longer necessary to spend assembly time in having the students make their texts, grammars, and dictionaries.

Today we face an even greater transformation ,both of assembly patterns and of curricula. It is now necessary

to be quite explicitly aware of the dynamic properties of the media forms we have long used ,as well as of the powers and properties of the new forms of this century. For centuries educators have lived under the monarchy of printing. Since photography, movie, telegraph, telephone, radio, and television, educators have found themselves in a confused oligarchy of new media. Educators now face students who, in terms of the information-flow of their experience, spend all their waking hours in classrooms without walls, as it were. As for the traditional class-rooms, here the students face teachers who are illiterate in the new media and not too sure of the new position of the old medium of printing under the new regime. That is, the role of the printed word has itself changed in school and society alike.

The role of the teacher has changed even though the teachers have not. The students sense discrepancy and irrelevancy, and their attitudes vary accordingly. Outside the classroom students are faced with a phalanx of technologies which convey great quantities of information with global range and content. The prestige and power of these media are greater by far than those of the older forms of printing. And in the presence of these media the students are on their own. A world of global educational scope comes disguised as "entertainment".

For the perception and judgment of this new world of experience students receive no training. They are warned that it is vulgar and passive and conformist, and they value it the more accordingly. During the first decades of the Gutenberg era the custodians of manuscript culture sat on a Maginot Line and deplored printing. Printing in turn released the power of the vernaculars as new media, and classical humanists deplored these vulgar tongues.

This period of lament provides just the time and the tone in which to ~~enter~~ inter the older culture.

But today we cannot afford to liquidate and enter the huge establishment of social and political achievement represented by printing. Yet if we fail to disentangle the dynamics and motivations of the medium of printing from the new media we shall have aided in the destruction of the culture and institutions based on printing. It is possible and necessary today to embark on a new educational venture, namely universal education in the languages and values of the media themselves.

For teachers to use movie and television in the classroom, without awareness of the powers these media have to reform

our entire sensibilities, is to ape the Trojans in fetching within their walls the wooden horse. We are faced with universal illiteracy with regard to the powers of the media as media, and of media as message. This fact appears, for example, in the notion that program "content" can modify the effects of the medium itself in conferring profound patterns of awareness. For the media as such are art forms shaped by collective skills and experience. They are new languages whose grammar and syntax we must learn and teach if we are to hoick ourselves out of the bathos of illiteracy into which their sudden onset has shoved us.

(macro-myths)

etc.,etc.,etc.....

If there are themes here, Harry, which should get still more play, just point them out. I hesitate to wear down too hard on the current state of media illiteracy, lest I appear pessimistic. After 500 years of print we are just beginning to savvy up on the nature of print as subliminal shaper of attitudes and assumptions, and that is no compliment to the West.

You see, on one hand I have no doubt at all about our being able to train teachers and students in the languages of the media. And it is an exciting prospect if only because the teachers and students will learn together, and from each other. But on the other hand, the fact that state of media illiteracy really is universal makes the whole project look hopeless to many tempera-ments

I do invite your comments on this ticklish sort of situation and how to tackle it. I've tended to play it down.

If things get urgent, I can simply hop plane and come down.

Cordially

Marshall

December 12, 1958

Mr. Marshall McLuhan, Chairman
Culture and Communications Seminar
University of Toronto
29 Wells Hill Avenue
Toronto, Ontario, Canada

Dear Marshall:

My delay in writing you is not due to any cooling of interest. It's because:

1) I was away a week (at meetings).
2) I've been so cock-eyed busy, day and night since.
3) The doors were closed on the first batch of applications and we can now probably aim at a date between now and February 1.
4) I wanted to talk to some people about serving as cooperating institutions. I hope you have by now heard from Ralph Garry, of Boston University. They'll have a workshop which would be one of the "laboratory" spots you'd need for trying your ideas out, to test their teachability---. From this would come the modifications you'd need to make before finalizing. Other offers are in from John Schwarzwalder of the Minneapolis ETV station, also on behalf of the St. Paul and other public schools as needed.

I had planned to hold this letter until I got to incorporate into your draft some more ideas I have. It appears that it will now be much week before I can get this done---or at least typed.

Do you get the English Journal? Edgar Dale's Newsletter refers to an article in the October, 1958 issue on the "Interaction between the Funder and the passage read." We need to come up with something equally graphic to explain what we're trying to do.

I think we could make a stronger case for what we're trying to do. Believe it or not, in some places like Hagerstown, there are children 1/4 to 1/2 of whose in-school education has been by TV. If we add their out-of-school viewing to this, there's a terrific percentage of what the child learns (whether "education" or not) that comes through whatever mindless media let through the filter. Their affective behavioral effects must be much greater than the information involved.

I think we should emphasize the dangers of courses (in utilization or for teachers) not based on a real understanding of the (often unintentional and virtually invisible at the time) nature and effects of these media. We don't need untrained teachers out to teach reading; and far more is at stake here.

Mr. Marshall McLuhan December 12, 1950

In other words I think we have to hit the readers of your proposal harder, and with more effective educational illustrations and implications before we can submit it. As I find a minute I'll work at it; but I haven't your background and skill.

Incidentally, Dr. Kenneth Harwood, Department of Telecommunications, University of California, University Park, Los Angeles 7, California, mentioned to me, several references to earlier works in this field. I've lost the notes, in my hustle and bustle between trips. Why not drop him a note too? He's a good MAMber, and will help all he can.

Keep it up. I'll send you a "draft" of your draft as soon as I can.

Sincerely,

Henry J. Skornia
Executive Director

HJSkorn
CC: Sam L. Becker
F. E. Schooley
W. C. Harley
H. E. Hill
Richard B. Hull

December 13, 1958

Dr. Skornia: Mr. Hill called from Chicago at 10:00 AM with his rambling notes on Marshall McLuhan's proposal. He said he was going to write them and send them to you but thought you would have them faster if he called and gave them to me over the phone. If you want to reach him anytime today he will be in Chicago. The number is Lincoln 9-7727. He leaves for Washington in the morning. DFC

HEHRAMBLING NOTES ON MCLUHAN PROPOSAL.

-Too much emphasis on print, does not fit Hill-Elliott.

-Don't believe he should be tied in with our research.

- Clearing house notes as he suggests in footnote to his letter--that would just clutter and confuse.

XXX The following are in reference to Sections of his proposal;

I - Old? This probably refers to print and is something beyond the scope of the bill.

II - "Technological movement of information around the globe" - doubt if this is world's biggest industry. His definition of the problem is a little hazy and won't be clearly understood, I fear. Still more reference to print.

III - Impression might be that this would result in "how to" book - how to read, listen, view. Doubt this would receive very favorable reaction.

VI - Should be his abilities and background - just as we attempted to show how we are equipped (and preferably best equipped) to do the particular projects we proposed.

As I mentioned when we talked about this before, we need to know how TV and radio act upon children. Then we'll know more about what to do with TV and ~~radio~~ radio.

Spiegel's talk came closer to this than anything McLuhan has said; although it's true that Spiegel talked mainly about content, he did touch on the medium itself, and that's what we need -- what does TV per se (and this would apply also to radio) do to the viewer, regardless of the program content. In other words, what does the act of viewing (the environment, intergroup and interpersonal relations) actually do - how does it differ from the reactions we have while reading--again without regard to content--and here if tied in this way (and maybe that's what he's saying), it would be logical to tied in with reading.

How can we properly determine (no matter how extensive the research) what kinds of programs we should broadcast, etc., if we do not understand the effects of the medium itself.

It seems to me this would involve studying children to determine comparison effects, other than pure retention of subject matter, when they are presented a certain segment of information in written form as compared to other forms such as TV and radio.

Physiology and psychology — what goes on inside the subject when he reads that is different than what goes on while he is viewing TV for example.

This is something new for me, and difficult to put into words and may not be at all what McLuhan has in mind. But, if it is what he has in mind, something might be put together using some of the observations I have expressed above; that would be a little easier to comprehend than what McLuhan has said - or this may be worthy only of the trashcan.

General Reactions:

McLuhan, from the tone of his letter, seems to feel hurt and left out of other activities (non-NAEB). To me, tying with stag lines, series, of boys, etc., is carrying linear concept to the ridiculous.

[redacted]

Suggested Budget (per year)

McLuhan	$15,000
Secretarial	4,000
Research Assistant	6,000
Supplies & Equipment	1,000
Travel	3,000
Publication and Distribution	5,000
Sub Total	$34,000
Indirect (15%)	5,100
Total	$39,100

It probably really would take two years rather than one. The only advantage to McLuhan being in Urbana is that we could perhaps keep him a little more "down to earth". The two years to start July 1, 1959 - McLuhan is probably committed for the rest of this academic year.

[redacted]

HEH (12/13/58)

29 Wells Hill Ave
NOV 18 Toronto 10

Dear Harry

Just home from my 1st presentations to General Electric ~~management~~ training center. They really got the points.

This from Fr Williams was waiting here for me yesterday. I send it on somewhat corrected.

Big break. Through in insight into TV come in NYC via André Girrard The painter who works for CBS and NBC

In a word, Key fact about TV is that image is defined not by light on but by light Through, exactly as stained glass principle of art form.

makes me tingle all over

just to see those words
because very big matters
hinge on this fact.
Opens up understanding
fast. Painting of Rouault
based on this subliminal
awareness of new media.

Cordially

Marshall

RECEIVED
NAEB HEADQUARTERS
NOV 20 1958
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RECEIVED
NAEB HEADQUARTERS

DEC 3 1958

AM 7|8|9|10|11|12| 1|2|3|4|5|6 PM

29 Wells Hill Avenue
Toronto 10, Ontario, Canada
December 1, 1958

Dear Harry,

Nice bit of Madison-ese I heard recently: "I thought we'd have a sort of dual session-- a hard zeroing in on this concept of yours, and also a blue sky expedition just to make sure we haven't missed anything." Good nuclear language!

Spoke Friday at NCTE and chatted around. Man, but they're ready for the grammars of the media. The sense of futility in being just English teachers has become ever so much more noticeable. Myself, I didn't talk about the media. In fact, I noticed that I had been carefully shoved out of the media division by Forsdale, Shafer, Hazard, who feel they've learned enough from me to go it alone. So they had a wee section all to themselves. I don't mind. But NCTE can never make the transition to media study without help from NAEB. English teachers as such have got a thing about being the gentry, as it were, and of having so much to lose by being seen in vulgar media company that they are paralyzed, and will continue that way, I fear.

I really feel great new urgency, Harry, for our project as a result of this Pittsburgh trip. Big new break—through a few days ago: In electric age even social processes that previously were prolonged are now telescoped into recognizable images. An image of an entire process is a myth. Myth (e.g., Cadmus, Gorgon, Trojan Horse) is a single image of an entire process. A word is a single shot of a process. A language or medium is a macro-myth which may include all sorts of derivative myths, etc. But hula-hoop can be seen as a live myth or image of process. Steady-dating in the new pattern for the young becomes rejection of stag lines, going with series of guys, etc. Nuclear thus implies generation of one's world from a point, making one's own space-- And goes with "labor-saving devices", which are actually a new kind of work, in which the task grows from the gimmick. Antithetic to all these is the old pictorial, external or enclosed space into which things are put. This is, for example, bureaucratic space against which it is now so easy to rally rejection.

My own approach to this project on the "Languages of the Media" follows this nuclear pattern of watching for the actual lines of force generated by any medium as it expands, making its own world, yet reciprocally modifying existing forms and being modified by them as well.

So, as I look over the Becker-Schooley project, copy of which you sent me, I can say that all such data are relevant to me because they help to advance awareness of any given medium as a language. Yet I consider my task to be to reduce such

data to manageable syntactical forms of compendious scope. (e.g., working with the TV image as defined by light through , rather than on, one can work with the physicist, the engineer, the studio men, the program men, and the audience, all at once. Because all of their actions are in relation to TV, given a kind of organic untiy of which they may be but little aware.

With regard to the older media ,historical data play the same role in establishing the dynamic lines and patterns as the Becker-Schooley project d oes by extensive contemporary vision of a new medium.

My project is parallel and complementary to the Becker-Schooley job also in being designed to make possible in-school training of a sort which makes out-of-school contacts with the media available as educational resource. Perhaps it would be as well not to stress the present conception of educational broadcasting as still having a heavy literary and lineal bias!

The enclosed application may well need much changing. The "theory of education" I'm working on would seem to be dictated by the media themselves. As for places to visit and to work at, I simply don't know any that have overwhelming advantages. But I would choose to be at Illinois with you a good deal, and to visit on a hit-and-run basis all sorts of places. Do you think I should put in for a second year? For two years right off? I could then put out The Gutenberg Era as pre-liminary volume to the Handbook .I have even toyed with the thought of writing down that material (on which I have spent ten years and more) in the first three months anyway. I work very fast once I start to roll. I'm slow to start.

Industry,which spends sixty-four billion, three-to-four dollars on in-industry education for every dollar the country spends on in-school education,has asked: "Why not close the schools?" From their point of view, a few more bucks and they could handle the entire education picture.

This is their way of saying "Business used to be our culture, but now culture is our business." Since media have become the great industry we must secure them for education in and for and by all the media in concert.

And this does re-constitute the nuclear plan of the Little Red Schoolhouse, where everything was taught at once. Only it is the Little Red Schoolhouse at large, turned inside out, and expanded to global size.

A two-year project would be best , but I can d o the thing in a year somehow. And there's need for speed . Our present educational losses through non-preparedness for swift transition are terrible, and unnecessary.

Have left "budget" blank for you to fill in. But let's start with 15,000 as substitute for my current salary and lecture fees over the year.

And many thanks for your generous comments in your Newsletter. Your opinion of my efforts really does nourish creative effort. Since, as you know the real satisfaction is in doing some work that has intelligibility and meaning. And when one is engaged in promoting intelligibility, the satisfactions are so much the greater.

Re-reading this letter I note several items which you might consider that I should have put in the project description. Please note same for me.

I could really work with the Becker-Schooley team you know. Perhaps I should think of shifting to Urbana for the year, if it goes through? I need lots of conversation for idea-processing and need to be near those who have the widest data on the media. Location in Urbana might solve problem of secretarial aid and research assistance. Most cordially Marshall

deal of secretarial aid and a research assistant, if one could be found.

VII. Budget:

November 25, 1958

Mr. Marshall McLuhan, Chairman
Culture and Communications Seminar
University of Toronto
29 Wells Hill Avenue
Toronto, Ontario, Canada

Dear Marshall:

Very excited about the new vistas you keep opening up —— in the form of perceptions which help explain its effects and impact. We're on the trail of something big. And we need to hang on, develop and implement. The Girrard insight is another significant step.

I hope you might now write up your project in the form prescribed, and send it along to us. I'm attaching another one, done here, as another sample. We can discuss and change as necessary in the final editing we'll give here, if and as necessary.

Your article is now in the mill, in the form you last sent. It will be in the December Journal, as hoped.

Our best,

Harry J. Skornia
Executive Director

HJS/dfc
Enclosure

Nov. 24 Hall-Elliott Document, "Teacher Training Workshops & Seminars in Television & Radio Utilization."

RECEIVED
NAEB HEADQUARTERS
NOV 24 1958
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

29 Wells Hill Ave
Toronto 10
Nov. 21
1958

Dear Harry

[Shall be glad to re-arrange the tape-script for the Journal.]

Am not sure I grasp what my next step is to be with regard to Hill Elliott. Do you want me to fill in "Application form to be followed"? etc. Or to wait for further indications from you?

Big insight in New York recently talking with Andre Girrard, painter who works with CBS and NBC. Pointed out how TV image resembles stained glass image — Image is defined by light Through not light on. This all came home fast to my work on space changes in poetry and painting from 12th century to

the present.

TV image is not contained in space but makes its own. Mind so Weiter! This next year should see a great accumulation of such wisdoms from many sources.

Very best wishes

Marshall

29 Wells Hill Ave
Toronto 10
Dec 14/58

RECEIVED
NAEB HEADQUARTERS
DEC 16 1958
AM 7|8|9|10|11|12|1|2|3|4|5 PM 6

Dear Harry

Good to see your noble phiz on the new cover. My wife says, as she looks at it, "But, he's a fine looking man!" As if I had ever led her to think otherwise! And your remarks inside, ever so timely, and pointed and yet not likely to create dismay and resentment.

Not having had my presentation back, I assume you regard it as adequate for the purpose. Mum but I'm champing at the bit to get on with that job.

An item that piqued me today was the newsman's phrase "talking in quotes". Useful for "Language of the press" apropos of the skilled interviewer who knows how to phrase his remarks so that they will be acceptable and useful to editors.

A most blessed Christmas to you Harry
— Marshall.

McLuhan file (new; requested earlier)

NAS
NOV 1958
AM 7 8 9 10 11 12 1 2 3 4 5 6
PM

29 Wells Hill Avenue
Toronto 10, Ontario, Canada
November 9, 1958

Dear Harry,

Enclosed is a version of the Omaha talk. I found my sheet of headings. Am going out of town for the week. Talks to General Electric Management Institute at Crotonville plus visit to NYC, where I hope to get going on some media investigations.

As for title, would Languages of the Media sound better? All languages are mass media; all technological media modify these languages and are themselves new languages.

As for what you indicate as "second part", to follow the pages I sent you, at present I have many data for all media from alphabets as snapshots of the mind, to computers as wind tunnels. Best procedure here may well prove to be comparison and contrast of various effects achieved by pairs of media-- e.g., oral vs written. Then hieroglyph vs phonetic alphabet. Parchment vs. stone. Effects in educational ~~ares~~ areas in inter-personal areas, in inter-cultural areas.

Best of all: effect on the various arts of each transition from one medium to another. Historical data are now increasingly available.

Most of this material could readily go in film form, for survey. Many practical exercises would be possible. Our increasing interest in Chinese ideogram is in same pattern of behavior as hula-hoop? i.e., muclear.

New social sciences, e.g., anthropology, approach a society as structural linguists approach a language--i.e., as a total ~~incu~~ inclusive nucleus, organic form.

Studies of media would naturally include awareness of how new languages of new media enable us to net or grasp new fields of awareness even in history!

For your third part, "types of school systems" where proced ures could be tested, I shall rely on you a good deal. CBC would help here.

How many pages would you like to see on the Part II section?

As for Part III, I think we might get some preliminary packaging done at Ann Arbor and some consulting done at Palo Alto, for one place. Ken Boulding is a person I could work with. You know his The Image?

Wish I could use this present year to do my Gutenberg book. It makes the natural introduction to the Languages of the Media, but it can wait. I learn so m uch new about it every d ay that I'm in no haste to commit it to final form.

As for budget, I can only guess at it. I could work here in Toronto. That would at least enable me to figure the main costs fairly accurately.

Please say how soon the entire presentation should be ready.

Haven't seen Are You Listening, but shall right away.

Visit with Cahall of Hagerstown last night here in Toronto. Gave me much to think about, at least.

One cost not previously considered, Harry, is secretarial. My own affairs have just about ground to a halt for lack of secretarial aid. My wife does my typing but has no time to keep my notes, files, and papers in a form that gives me access to them. Once I begin travelling and consulting and gathering materials, my present methods could not cope at all.

Well, I'm quite sure we are onto sometning very big and useful, indeed, Harry. Look forward to your comments and suggestions very much.

Cordially

Marshall

November 3, 1958

Mr. Marshall McLuhan, Chairman
Culture & Communications Seminar
29 Wells Hill Avenue
Toronto 10
Ontario, CANADA

Dear Marshall:

I wanted to get a reply off to you as soon as possible on your Grammars of the Media draft.

What you have written (with some possible modification) might well be an introductory section of the type of proposal we need.

The next part (or body) would outline the grammars, syntaxes, etc. with a sample procedure or sample class situation, indicating questions to be analyzed, standards to be used, learning theory to be applied, etc., I'd guess, though I'm sure you're clearer on this than I am.

The last part would indicate sample types of school systems (and universities) where demonstration and experimentation might be engaged in. I think we could get some cooperation in Chicago and/or Evanston, Detroit, Miami and possibly here at the University of Illinois, on this. Canada might also be used.

Have you seen Ralph Nichols' and Leonard Stevens' book: Are You Listening? It was published by the McGraw-Hill, New York in October of 1957. It is intended to get teacher training institutions and others to institute courses in analytical listening, recognizing the gap here. It lists United States school systems that have, have tried, or are trying such courses (Nashville, Phoenix, Cincinnati and Minneapolis). I'm sorry I don't own the book. I did make some notes on it when I got it from the library here. It's fairly provocative and suggests some attacks on the specific approach problem.

The final part of what we would need from you would be a budget, along the lines we discussed--including leave for you for one year, travel ($5000.00) demonstration tapes and films (which should usually be readily available unless you need fairly specific ones). The use to be made of receivers (to be included in the body of your request) might also justify a small receiver rental item. And I'd expect secretarial help and publication of distribution costs and some possible additional consultant funds.

Now if I may return a minute to your draft. I wish we could find a better term than "grammar", Listener and Viewer Education", and all the others I've come up with, I know are worse. Yet the word grammar is a bit repellant and confusing.

Marshall McLuhan November 3, 1958

Since it's a study of the characteristics and effects, as well as uses, "radio and television as media" suggests (too vaguely I know) a direction we need to pursue, perhaps "Learning Effects and Uses" of TV and radio might get us closer, as a project title, which would include what you now refer to (and still might continue to) as grammar, which would be the finished product.

I wish I had more time to spend on this right now. The idea is clear to me, I believe. The organization of the implementation is what we now need; a better project title might emerge at some later stage.

Also, I wonder if you would go along with a compromise which says that the medium itself (only) is a large part (even the largest part by far) of the message. In order to explain it I always have to break it down by saying that discerning critics of TV (whether in Russia, or under the BBC, or in commercial U. S. TV) all find certain similar characteristics of the effects, regardless of the different messages or uses (propaganda, talk, drama, music, variety), or the System (government, enlightened monopoly, or advertiser-dominated). I hope this isn't taking too much liberty with what you mean.

I fear this letter hasn't helped much. The idea is so basic and new that it's slow going. Gilbert Seldes of Saturday Review has repeatedly called for such courses in the schools of the U. S. He might have some ideas for you. And I'll try to spend some more time on it too, hoping I can help instead of confuse the issue, as I fear I may have done in this letter.

I'll look forward to further development of this as it begins to take more specific shape. It must be pitched at a level which a government committee (including educators and laymen), which will pass on it, can understand. A set of brief statements, rather than a narrative statement, might help achieve this.

Our best,

Harry J. Skornia
Executive Director

HS:cmc

Blind CC: William Harley (with photo)
F. E. Schooley

DRAFT

APPLICATION TO THE COMMISSIONER OF EDUCATION, U.S. OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR FUNDS TO SUPPORT
A PROJECT UNDER THE PROVISIONS OF TITLE VII OF THE NATIONAL DEFENSE
EDUCATION ACT OF 1958 (P. L. 85-864)

Submitted by: The National Association of Educational Broadcasters

Address: 14 Gregory Hall, Urbana, Illinois

Telephone Number: Empire 7-6611, Ext. 3394

Initiated by: Harry J. Skornia, Executive Director

Transmitted by: William G. Harley, President

Date: January --, 1958

I Project Title: To develop materials and the basis for instruction in the meanings and uses of the new media of TV and radio (in the context of the other media) in American elementary and secondary schools.

(Earlier tries at more descriptive titles, rejected because they were too long are:
1) The development of a basis for instruction and courses in discriminatory and effective uses of television and radio, as new media (with comparative reference to all other educational media available) for American education.
2) The Development, (based on experimentation and demonstration), of a new media Handbook to develop, for teacher use, fundamental awareness and understanding of the unique characteristics and powers of expression of the electronic wireless media as educational instruments.)

II. The Problem: The needs for instruction and education in the uses of the print media have for some time been recognized as basic in American education. Reading readiness, critical discrimination in the uses of printed materials, and various other aspects of education for uses of the print media reveal how largely our present educational system is still print-oriented. Such courses frequently concern themselves with the basic problems

of "interaction between the reader and the passage."

No comparable or adequately-based development in the teaching of the characteristics of the wireless media have yet emerged. Utilization is often handled by individuals who are unaware of the fundamental or basic characteristics and affective effects of the media. Such individuals necessarily concern themselves in teaching solely with superficial and obvious uses which grow out of an essentially amateur approach. If maximum use of these media is to be made it is urgent that a body of information be developed which will provide a solid foundation for such courses, not based on guesswork or assumed transfer of common elements from other media.

Serious scholars now recognize that a large proportion of the effects of television and radio are often unintentional or unintended ones. A large part of the impact of the wireless media is not dependent on the content transmitted. Critics of educational, commercial, government controlled, and other systems in the world, closed circuit and open-circuit, find a large part of the impact of TV and radio to be independent of the content or message communicated.

The number of elements which characterize the effects of the use of these media as such, regardless of their content, their message or the system under which they are operated, illustrate the need for research in depth and experimental evaluation on the basis of which the teaching of procedural and methodological uses of a socially and educationally responsible type can be soundly based. Without this foundation, many unintended effects and side-effects will continue to result, and more abuses are likely to occur than soundly based maximum effectiveness uses.

Today the movement of information around the clock and around the globe is perhaps the biggest industry in the world. Our class rooms take little note of the fact that students receive by far the largest part of their information in forms about which the student understands as little as the teacher. The icon world of the photograph and the advertisement has

its own language capable of "total statements without lineal syntax", as William Ivins has expressed it. Yet the concept of "audio-visual aids", or television and radio as variants of such aids, ignores their real nature as new forms of communication. Not to grasp and teach the peculiar properties of these media, as we must understand the true nature of print as having distinct characteristics, strengths and weaknesses, is to expose all media to the attrition of the new media rather than enrichment in concert with the new media. The telegraph, telephone, radio, and television create patterns of attention quite alien to print and put our huge cultural stake in the printed word in jeopardy by indifference and inattention in the class room.

To teach the special powers of these new media in the context of manuscript culture, print, pictorial journalism, the movie, and all other sources of information, education and conditioning, is to begin a realistic educational program of training in media literacy. Until now, few individuals other than poets, painters, musicians and some commerical users have seriously tried to cope with the new art forms involved in these new media. Education has generally not examined their true nature and possibilities. Yet today the new media have become an integral factor in our global co-existence.

III. Objectives: To devise a beginner's handbook, a series of small books, or a syllabus, or all three, adapted to the training of media perception and judgement in the schools, with emphasis on television and radio. Since all media, from the phonetic alphabet to television, are inseparable from the development of the arts, sciences and social institutions, it will obviously eventually be necessary to correlate media training with almost every aspect of the existing curricula and the procedures associated with them much as reading, writing and English are treated today, particularly in elementary and secondary education. All current experiments with these new media would be useful and relevant to the preparation

of such a book or syllabus. It would be a means of enabling teacher and student alike to share their day-by-day awareness of many media in a meaningful pattern of shared exploration and discovery. It also would develop the capabilities and discrimination necessary to make the entire world of out-of-school media an educational resource instead of an educational obstacle.

V. Other Related Research: Marshall: This you'll have to fill in with something, I don't have altogether, as I write this, the various scraps I've sent you (the Nichols book, stuff in English Journal etc.). I hope you can list what is known (perhaps also on "learning theory") in this section, so we don't say only that little, basically, has been done. Have you written to, or heard from, Harwood? He had some leads. Mention Ivins, etc. Maybe part of V needs to be transferred to this section. I understand that Chapter 15 "Mass Media of Communication" in The Teacher's Role in American Society, by Lindley J. Stiles (N.Y., Harper, 1957, $4.00) might be useful, but someone else has the only copies the library here owns, and I've not been able to see. See also May and Lumsdaine's Learning from Films (a separate sheet on this is attached). This is an important section of the application and should contain accurate bibliographical or other listings.

V. Procedure. Much work has already been done in many fields which can be readily brought to a focus for media training. Basic work on the psychic and social meaning of print, for example, has been done by H.A. Innis, H. J. Chaytor, and Wm. Ivins. The same is true for press, photography, movie, telephone, telegraph, typewriter, radio, and television. Buth su - work has never been correlated nor codified for use in the general training of perception in a manner that would enable teachers to teach children how to understand and cope with the full meanings of these media, especially television and radio, in an intelligent, usable manner. Such codification would itself lead to a

great variety of new perception and study. A book, or a beginning (as this project proposes) which reduced the language of a medium like television to syntactical form, would work with and for the physicist, the station engineer, studio personnel and the audience all together. All of their actions are, in relation to television, given a kind of organic unity from the medium itself. And all kinds of persons engaged in all the media can contribute valuable insights to the student. The advertising industry has opened up aspects of these unexplored areas for its private benefit. But such private benefit can be extended to all and is critically needed by education for the public benefit of education.

The assistance of André Girrard, the painter (with CBS and NBC) is an example of the sort of aid which this project would enlist. The insights of the media industries themselves can be of great assistance in developing a philosophy, which will be developed into book and syllabus form, to bring to the classroom a new media literacy needed for coping with the whole range of our twentieth-century media, if they are to become educational resources. (See also VI below)

VI. Personnel: As consultant: We propose Dr. Marshall McLuhan, Professor of English at the University of Toronto, co-editor, of Explorations magazine & distinguished media specialist lecturer and author who has done much work in the field of relating media study to educational procedures. He is prepared to undertake this project and to finalize it into book and syllabus form. Experiments in inter-media values have already been conducted and reported on in Explorations, published by the University of Toronto. These articles, and the interest they have aroused among specialists and educators provide examples of Dr. McLuhan's qualifications, and the springboard for this project.

VII. Facilities: Dr. McLuhan would have to travel a good deal in order to consult with a a wide variety of persons in all phases of media work today and to use as resources many projects in progress. These would include various closed circuit projects as well as others

proposed by the NAEB. He would also need to set up several original test experiments and demonstrations for testing the intelligibility, teachability and validity of the materials developed.

Several firm offers of cooperation have already been received for cooperation in this project, including enthusiastic invitations from Boston University (Dr. Ralph Garry) , and Educational TV Station KTCA on behalf also of the Public Schools of St. Paul, Minnesota (Dr. John Schwarzwalder, Director of KTCA). Other bases of experimentation and demonstration can be made available through members of the NAEB and various experimental schools and laboratories in the U.S. and Canada.

The gratifying recognition by virtually all with whom this has been discussed that it is basic to an intelligent development of valid courses, valid utilization and inter-course materials, assures us of the full cooperation of as many cooperating educational institutions as will be needed.

A great deal of actual demonstration with children would also be involved: to test what TV and radio do to the viewer and listener in specific affective areas; to identify and measure differences in reactions in the consuming of materials transmitted by the teacher in person, the book, the film, radio and television, and through other channels, with emphasis always on identifying and maximizing the usefulness and peculiarities of the new media, against a background of, and integrated with , the older media.

VIII. Duration: The project proposed would require two years, with periodic publication of interim results.

The first year would be devoted principally to experimentation, demonstration, consultation and evaluation. The secondyear would be devoted largely to verification of results and preparation of the finished results in publishable form.

The form and sponsorship of this publication remain open for discussion; if the Office of Education does not itself wish to undertake it, Dr. McLuhan's reputation and the validity of the study are such that regular commercial publication is believed to be assured.

Budget and Financing

IX. Budget.

Category	Federal Funds Requested	Institution or Agency Funds
1	2	3
Personnel:		See footnote
Consultant-Project Director (fulltime, $15,000 per year for two years)	$30,000.00	
Research Assistant ($8,000 per year for two years)	16,000.00	
Secretary (fulltime, $4,000 per year for two years)	8,000.00	
Services:		
Publication & distribution	5,000.00	
Supplies, Materials & Expenses (including expenses of participating institutions)	10,500.00	
Other:		
Travel (for Director and Assistant)	7,400.00	
Sub-total (Direct cost)	$76,900.00	
Indirect Cost	11,535.00	
TOTAL COST (ALL YEARS)	$88,435.00	

Footnote: Although no specific matching funds are listed, salary equivalents and other contributions of NAEB staff and members of appropriate NAEB committees (Research, Utilization and others) are expected to amount to some $10,000.00 as resources not charged for.

X. Other Support. a. There is currently no support available from other sources for this project, nor has this proposal been submitted to any other agency or organization. b. This is not an extension of nor addition to a previous project supported by the Office of Education.

XI. Estimated Cost by Fiscal Year.

Category	Federal Funds Requested	Institution or Agency Funds
1	2	3
Fiscal Year 1959-60	$45,500.00	
Fiscal Year 1960-61	$42,935.00	
TOTAL COST (ALL YEARS)	$88,435.00	

XII. Duration. Beginning date - July 1, 1959; Ending date, June 30, 1961

MM/HJS/WCH/:jg

PROJECT IN UNDERSTANDING NEW MEDIA

In the broadest sense, the object is to devise a means of bridging between in-school and out-of-school experience. Since the sheer flow of information outside of school is out of all proportion to the in-school information flow, this fact alone without regard to the forms and modes in which this flow occurs indicates a new educational need.

A possible new strategy presents itself from the fact of the interaction of multiple media to-day. In teaching writing and language, the great changes in recent decades have arisen from the fact that print now exists as only one among several major media. Photography, film, audio tapes, radio and television have all x-rayed, as it were, the older medium of print, enabling us to see its structure as a form of experience. This structure was not visible in the ages of printing but what the new media have done to print they have also done to one another, rendering themselves structurally luminous from within.

To understand media in this over-all structural way offers a real short cut to the education of perception and judgment. For the various media exert a direct non-verbal pressure upon all habits of perception and judgment. It has not been sufficiently noticed that these powers exercise an almost exclusively non-verbal and subliminal pressure upon the assumptions within our experience.

For example, the telephone has changed the patterns of decision-making to such a degree as to make the older structure of delegated authority in business and management not only obsolete, but a threat to the continued existence of management functions. This clash between telephone and typewriter has received only incidental appraisal in Parkinson's Law. It has caused the sudden rise of many management centers which attempt decentralization by means of over-all training of specialists.

The impact of new structures such as photography and film upon habits of learning and judgment are, of course, far greater than that exerted by the telephone. Obsession with "content" seems infallibly to obscure the structural changes effected by media.

The future of navigation in education at any level depends upon an exact knowledge of ever-changing lines of forces exerted by new media structures, and beamed irresistably into our personal and social modes of awareness.

To provide ways of discerning these lines of force, these currents not of opinion but of perception, is the aim of the Project in Understanding New Media.

Marshall McLuhan

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."

A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

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